

**Application
Pilot Team-Based Variable Pay Project
2004-2005 School Year**

Cover Page

Due September 1, 2004

District _____ **AEA** _____

Participating Attendance Center (one attendance center per application)

Building _____ **Grades at site** _____ **Student population** _____

Address _____

Principal's Name _____

Local Board Approval Date _____

(Attach board minutes indicating approval of each attendance center's goals and plan for distribution of dollars if goal(s) are attained for each participating attendance center.)

Acceptance as a pilot district will include willingness to collect and submit data and information requested by the Department for study and to determine future legislative recommendations for team-based variable pay. Final payment will be released after all documentation is received.

Superintendent's Signature _____ **Date** _____

Contact person

Name _____ **Title** _____

Phone _____ **E-mail** _____

Application must be received at the Department by **September 1, 2004**, for consideration as a pilot school. The application must be in hard copy, not exceed five pages for each attendance center, contain this cover page, and a copy of the local board minutes indicating the information described above. Questions may be addressed to Dianne Chadwick at (515) 281-3718 or dianne.chadwick@iowa.gov.

Return completed application to:

Dianne Chadwick, Administrative Consultant
Department of Education
Grimes State Office Building
East 14th & Grand Street
Des Moines, Iowa 50319-0146

Criteria for Participation in Team-Based Variable Pay Pilots

Narrative application is not to exceed five pages (with font size no less than 10 point) for each participating attendance center. Each applicant district must include data (where applicable) and information for each criteria for each participating attendance center. The Department reserves the right to select districts for pilot status that not only meet the criteria but also will provide a representative sample of different size school districts and attendance centers with differing characteristics.

Required Minimum Criteria

1. Assessment System:

- At least one valid and reliable standardized assessment measure for at least reading and mathematics must provide for a pre and post assessment of student progress on a school year basis. Either the use of the same assessment measure or an equivalent measure(s) on a pre-post basis must assess improvement. If equivalent measures are used, the district must demonstrate equivalence of the measures used. The approximate times that the pre and post assessment measure(s) are administered should be included in the application. If data are already available from the pre-assessment for the participating attendance center(s), it should be submitted to the Department with this application. If not the data should be submitted when available after the administration of the measure(s).
- Valid and reliable multiple assessments (in addition to ITBS and/or ITED) in at least reading and mathematics must have been administered to all students at the attendance center site for at least two years before application for pilot status. Assessment data shall be included in the application which documents subgroup achievement and performance levels for the multiple measures used to determine progress on the attendance center's annual improvement goals.

2. Attendance Center Annual Improvement Goals:

- Each participating attendance center must have academic goals in the areas of reading and mathematics and may have science. The goals must indicate the expected gain in performance. Goals must require improved gains in student achievement. Information in the application must include the mathematical procedure to be used to determine performance increases.
- Evidence of the data for which the goal(s) is established must be included in the application. The goals shall demonstrate alignment with the district-level goals included in the Comprehensive School Improvement Plan and the goals required by No Child Left Behind (NCLB).
- The assessment measures must be specified which will be used to document achievement of the goals. One of the assessment measures that documents achievement must be a pre and post measure used during the school year. Validity and reliability information must be available for the assessment measures. ITBS and/or ITED must also be used to document improvement in student achievement.
- In order to receive an award the attendance center must also meet the appropriate Annual Measurement Objectives for participation and reading and mathematics achievement in required grades included in their school (4, 8, and/or 11) required by NCLB.

3. Alignment of Professional Development:

An indication of the professional development to be provided for teachers during the 2004-2005 school year should be included. Please note how the professional development model will improve student achievement.

4. Local Board Approval:

- The method for provision of financial rewards at the attendance center level upon achievement of the goals has been determined at the local level and is approved by the local board.
- The local board must approve each participating attendance center's goals, the assessment measures to be used to document growth and the expected annual gain for each of the goals.

Criteria for Pilot Participation that Demonstrates Readiness: Each narrative application should provide evidence for the following readiness criteria: attendance center's willingness to participate in the pilot, professional development plans for the attendance center, availability and use of data at the attendance center, and involvement of all attendance center staff in achieving attendance center goals.